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ABSTRACT

A survey instrument eliciting demographic and needs information was sent to 4,600 disabled students who attended California community colleges during 1974-75; the response rate was 19.5% and not all respondents answered all questions. Students' ages ranged from 18 to over 56; approximately 66% were over 26, 50% of whom acquired disabilities at age 18 or older. There were more male than female handicapped students except in the under 21 age group. A substantial portion of students aged 27 or older had dependents, indicating they were heads of households requiring economic independence. Of respondents, 29.1% were employed but only 23.9% had jobs enabling them to meet daily living expenses. Other than financial support by parents or spouses (a source of support indicated by 54.9% of those answering this question), five major sources of financial assistance were identified: Supplemental Security Income (42.5%), Social Security Disability (25%), Veterans' Administration Services (33%), Department of Rehabilitation (47.7%), and Workmen's Compensation (7.9%). Students chose preparation for advanced study as their most important initial goal, followed by self-improvement. Factors held responsible for the termination or interruption of studies and course load reductions of 53.3% of the respondents included the requirement of major medical care, financial problems and loss of interest. (TR)

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ED156283

DISABLED STUDENTS ENROLLED IN CALIFORNIA COMMUNITY COLLEGES 1974-75

RESOURCE STUDY

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INTRODUCTION

The objective of this study was to gather raw census data in order to develop a cursory description of the California community college disabled population. This study will provide information for a data base to:

1. *Conduct further studies of disabled students.*
2. *Assist legislators on the status of disabled students' financial needs.*
3. *Assist enabler counsellors and other specialists concerned with services to the disabled in their programs.*
4. *Aid in the development of programs that are responsive to the needs of these individuals.*
5. *Study characteristics of this segment of higher education.*
6. *Help in analyzing federal and state student financial aid programs.*

BACKGROUND

The handicapped student on the community college campus is an unexplored entity. We have no information for legislators, program planners, administrators or others. Since 1968 with the advent of the 10% set aside of the vocational education funds for the education of disabled students and later in 1972 with the Educational Professional Development Act grants, which made more monies available, the California Community Colleges have been experiencing a continuous increase in the numbers of disabled students attending their campuses. And yet, as of the present, there is a dearth of information and research concerning this segment of our population. There is a particular advantage in studying this group on our campuses whose needs for too long were not addressed.

The percentage of disabled Californians who suffer the onset of physical disability after the age of 18 is 79%. The majority of disabled Californians experience physical disability in civil accidents or spontaneous illness after adulthood. They frequently have dependents, creating a greater economic dependency cost than the congenital or childhood handicapped student, who are commonly in the parental home. Because of the older disabled persons' vocational and work experience acquired prior to their disabilities, community college can be instrumental as a re-entry device for the disabled to again take their place in the work force with an income level commensurate with their increased economic need created by the disability. The unique population of handicapped students is the focus of services and

programs on many campuses; however, in order to develop, continue or modify plans and services, some instrument is necessary to have a description of and to give information on the disabled student population.

In January 1977, the request for this survey was primarily generated in the Academic Affairs Division of the California Community College Chancellor's Office. Some assisting funding was also received under Vocational Education Research Grant Part C Funds (Grant Number 7-05-71-086).

In academic year 1974-75 approximately 8500 physically disabled students were receiving services in the community colleges. These services were provided through on-campus programs which were funded by California Assembly Bill 1246. This survey will not only give a cursory description of the disabled student on the community college but will also attempt to answer some of the following questions:

1. *What happened to the students after they have left the community colleges?*
2. *How many are in the work force?*
3. *Are they able to meet their daily economic needs as disabled adults?*
4. *Was it necessary for them to have an interruption in study? If so, what were some of the reasons?*

This, along with other information, will be presented as a result of this survey.

This report is directed to educators, administrators, policy makers, legislators and counsellor/enablers working to make the community college experience more rewarding to the disabled student. This author has attempted to present a resource study that will serve as a framework from which to test future hypotheses.

METHODOLOGY

1. *Physically disabled students receiving services who were enrolled in community colleges in the academic year 1974-75 formed the basis of this study.*
2. *Of the present 104 community colleges, 54 received reimbursement for direct excess costs incurred during the 1974-75 academic year. It was determined that these 54 colleges accounted for approximately 8500 students.*
3. *Of the 54 colleges, 33 that maintained the necessary student records were randomly sampled.*
4. *On these campuses enabler/counsellors were contacted and they pledged their full support. The basic instrument was a 33 part, 95 item questionnaire which was constructed in January 1977 and administered anonymously.*
5. *A study of the pre-test resulted in modifying a few items in the questionnaire.*
6. *A cover letter accompanying the questionnaires described the nature of the study.*
7. *Because of confidentiality each participating community college was supplied with the appropriate number of questionnaires based on the number of handicapped student enrollment in the fiscal year 1974-75.*
8. *Each school then forwarded the questionnaires together with a self-addressed envelope to those disabled students who attended the campus in the year 1974-75. Respondents returned the questionnaires to the*

local colleges. Each college assembled the entire package with the responses and mailed them to this investigator.

9. *The questionnaires were then taken to California State University/ Sacramento for key-punching and analyzation.*

10. *Approximately 4600 questionnaires were mailed by the colleges. Of this number 745 were not able to be delivered because of change of address not filed with the Post Office by students who had moved. The percentage of undeliverable questionnaires was 15.8%. It should be noted that the average percentage of non-deliverable mail in the vicinity of California community college campuses as quoted by United States Postal Officials was 22%. 898 completed questionnaires were received. The data was analyzed at California State University/ Sacramento using the Statistical Package for Social Sciences. The sections that follow will contain computer analyses interpretations. The major findings are included in the body of this report.*

11. *The terms 'handicapped' and 'disabled' are used interchangeably throughout this study.*

The participating California Community Colleges were:

BAKERSFIELD

CABRILLO

CANADA

CERRITOS

CHAFFEY

CHABOT

CITRUS

CUESTA

CYPRESS

COLLEGE OF THE DERSERT

DE ANZA

EAST LOS ANGELES

EL CAMINO

FOOTHILL

FRESNO

FULLERTON

GAVILAN

GLENDALE

GOLDEN WEST

GROSSMONT

IMPERIAL VALLEY

LOS ANGELES VALLEY

MERCED

RIO HONDO

SAN DIEGO MESA

SAN JOSE CITY

SAN MATEO

SANTA ANA

SANTA ROSA

SOUTHWESTERN

VICTOR VALLEY

WEST LOS ANGELES

YUBA

CHAPTER ONE

GENERAL CHARACTERISTICS

TABLE NUMBER ONE

AGE OF RESPONDENTS

UNDER 21	21-26	27-35	36-55	56 & OVER	NO RESPONSE	TOTAL
46	280	206	255	105	6	898
5.1%	31.1%	22.9%	28.5%	11.7%	.7%	100%

COMMENT:

The greatest number of respondents, 31.1%, are in the 21-26 age group. The second greatest number of respondents 28.5% were in the 36-55 age group. The 27-35 age group took up 22.9% while the 56 and over group were 11.7% and the under 21 age group was the lowest at 5.1%.

The substantial amount of people who were 27 and older constituted 2/3 of the total population of this study.

TABLE NUMBER TWO

SEX GROUPING OF THOSE SURVEYED

MALE	FEMALE	TOTAL
516	382	898
57.5%	42.5%	100%

COMMENT:

This study included 42.5% females and 57.5% males. Is this because:

1. *More males than females become disabled?*
2. *Veterans have a source of income, therefore, more males are enrolled in the community colleges?*
3. *More clients in the Department of Rehabilitation are male than female?*
4. *Are there more males on the community college campuses because the females are staying home and taking care of the children?*
5. *Is the social aspect of the disabled female such that she will not leave the home and expose herself publicly?*

NOTE:

A fertile area for future research is uncovered by the fact that the overall California population has more females than males while this study could possibly indicate there are more disabled males (57.7%) than females (42.5%).

TABLE NUMBER THREE

COMPARISON OF AGE VERSUS SEX

	AGE	MALE	FEMALE	TOTAL
	under 21	22/47.8%	24/52.2%	46/100%
	21-26	173/61.8%	107/38.2%	280/100%
	27-35	122/59.8%	82/40.2%	204/100%
	36-55	131/52.9%	120/47.1%	251/100%
	56 & over	60/57.7%	44/42.3%	104/100%
TOTALS		508/57.4%	377/42.6%	885/100%

COMMENT:

In the under 21 category females predominate.

1. *Is this because they are not likely to have children earlier?*

2. *Is it that their disability was at an early age, or they did not marry and went to college to continue their education as a single woman? In the 21 to 26 age group males dominate 62% to 38%.*

3. *Is this difference due to females choosing to remain at home to care for small children? However, in the 27-35 age group the percentages are almost similar. In the 36-55 age group they are almost even again.*

4. *Is this because the children are grown?*

5. *Are more females being disabled after age 37?*

TABLE NUMBER FOUR

COMPARISON OF AGE VERSUS NUMBER OF DEPENDENTS

AGE	DEPENDENTS					TOTAL
	1	2	3	4	5	
under 21	36	3	1	1	0	41
21-26	212	34	12	2	2	262
27-35	98	40	25	25	14	202
36-55	86	44	43	31	36	240
56 & over	56	29	10	4	3	102
totals	488	150	91	63	55	847

COMMENTS:

Few under 21 have a dependent. In the 21-26 age bracket the rate increases 10%. In the 27-35 age group the percentage rises 50%. Among the first three age groups the number of dependents increases with age up to the 36 to 55 age group. With the 56 and over group there is a decrease.

TABLE NUMBER FIVE

COMPARISON OF SEX VERSUS DEPENDENTS

SEX	DEPENDENTS					TOTAL
	1	2	3	4	5	
FEMALE	241	57	28	14	10	350
	68.8%	16.3%	8.0%	4.0%	2.9%	100%
MALE	247	92	63	48	44	494
	50.0%	18.6%	12.8%	9.7%	8.9%	100%
grand total	488	149	91	62	54	844
	57.8%	17.7%	10.8%	7.3%	6.4%	100%

COMMENT:

This table poses interesting questions for further study. The data indicates that numbers of males and females supporting only themselves were almost equal. However, there was a difference in percentages of those having one dependent other than themselves with males accounting for more dependents than females. The difference between the sexes increases as the number of dependents increases. Male disabled students have a much higher number of dependents than females. Thus, there is a direct relationship between the sex of the disabled student and the number of dependents for which he or she claims financial responsibility.

1. *Does this mean that if a disabled female is the head of a household and raises children that the likelihood of her going to college is less than that of the disabled male?*

2. *Can it mean that disabled women tend to be supported by husbands or others?*

TABLE NUMBER SIX

AGE OF ONSET OF DISABILITY

AGE	NUMBER	PERCENT
0-4 years	223	26.5
5-12 years	61	7.3
13-17 years	64	7.6
18-25 years	127	22.3
26 and over	305	36.3
TOTAL	780	100%

COMMENT:

The majority of these students acquired their disability at age 18 years or over. Table Number Six indicates that a greater percentage of these respondents are in the older age group 26 years and over. Table Number One indicated that about two-thirds of the handicapped student population was over 26, yet, as described above, about half of these students acquired their disability as an adult. This indicated that a significant number of students who acquired their disability at an early age did not enroll in the community colleges until they were older adults.

NOTE:

There is a difference between the students in the community college and the overall disabled population who acquire their disability after age 18. In the overall disabled California population the percentage of those acquiring their disability over age 18 is 79%; however, among disabled students enrolled in the community colleges it is 58%.

1. *Is this because the community college in 74-75 did not have a great enough role in outreach to those in the recently disabled population who are adult?*

2. *Is it because there is need for some type of college recruiting with this population?*

3. *Is it because a certain portion of recently disabled adults have a tendency to closet themselves in the home and not try to reenter society?*

TABLE NUMBER SEVEN

CURRENT STATUS OF THOSE SURVEYED

	YES	NO	NO RESPONSE
1. Are you presently attending a community college?	390 43.4%	481 53.6	27 3.0%
2. Are you presently seeking employment?	228 25.4%	620 69.0%	50 5.6%
3. Are you presently attending a campus of the State College System?	122 13.6%	717 79.8%	59 6.6%
4. Are you presently attending a campus of the University of California?	39 4.3%	795 88.5%	64 7.2%
5. Are you presently seeking a transfer to the State College System or the University of California?	156 17.4%	675 75.2%	67 7.4%
6. Are you planning reentry to a Community College?	313 34.9%	497 55.3%	87 9.8%
7. Are you in some other training program?	138 15.4%	688 76.6%	72 8.0%
8. Are you employed?	261 29.1%	588 65.5%	49 5.4%
9. Are you in a job that enables you to meet daily living expenses?	215 23.9%	610 67.9%	73 8.2%

COMMENT:

This table is significant because it reflects where disabled students are 24 to 32 months after enrollment. Twenty-five percent of

the students who have left the Community Colleges since 1974-75 are presently enrolled in the State College System.

NOTE:

390 students are still in Community Colleges while 481 are not. Of these 481 students, 122 (25%) are enrolled in the California State College System. Eight percent are in the California University System and 30% are in other training programs. The vast majority of these disabled students indicated they are not receiving enough income to meet daily living expenses. There is a strong relationship between questions number eight and number nine. 261 responded 'yes' when asked whether they were employed while 215 students in question number nine said they were making enough money at their present employment to cover their daily living expenses. This suggests that the majority of employed respondents are able to meet their daily living expenses.

CHAPTER TWO

FINANCIAL

TABLE NUMBER EIGHT

AGE VERSUS SUPPLEMENTAL SECURITY INCOME

AGE	YES	NO	TOTAL
under 21	11 (33.0%)	22 (67.0%)	33 (100%)
21-26	112 (51.9%)	104 (48.1%)	216 (100%)
27-35	58 (42.0%)	80 (58.0%)	138 (100%)
36-55	36 (25.0%)	108 (75.0%)	144 (100%)
56 and over	27 (58.7%)	19 (41.3%)	46 (100%)
TOTAL	244 (42.3%)	333 (57.7%)	577 (100%)

COMMENT:

The 21 to 26 age group accounted for the greatest number of Supplemental Security Income recipients. Next was the 27 to 35 age group followed by the 36 to 55, 56 and over and under 21 groups.

Can the reason be that the 21 to 26 age group contains the greater number of recipients because this group has the least amount of job experience thereby is not eligible for Social Security Disability Insurance (S.S.D.I.)?

TABLE NUMBER NINE

AGE VERSUS SOCIAL SECURITY DISABILITY INSURANCE

AGE	YES	NO	TOTAL
under 21	0 (0.0%)	29 (100%)	29 (100%)
21-26	21 (11.5%)	162 (88.5%)	183 (100%)
27-35	32 (25.4%)	94 (74.6%)	126 (100%)
36-55	59 (37.8%)	97 (62.2%)	156 (100%)
56 and over	24 (50.0%)	24 (50.0%)	48 (100%)
TOTAL	136 (25.0%)	406 (75.0%)	542 (100%)

COMMENT:

The 36 to 55 age group produced the greatest number of recipients. Next was the 27 to 35 age group followed by the 56 and over, 21 to 26 and under 21 groups.

These percentages could indicate that those between the ages of 26 and 55 have had prior work experience and therefore are eligible for Social Security Disability Insurance before the disabling condition occurred.

TABLE NUMBER TEN

AGE VERSUS REHABILITATION SERVICES

AGE	YES	NO	TOTAL
under 21	14 (42.4%)	19 (57.6%)	33 (100%)
21-26	113 (54.1%)	96 (45.9%)	209 (100%)
27-35	76 (53.5%)	66 (46.5%)	142 (100%)
36-55	56 (39.2%)	87 (60.8%)	143 (100%)
56 and over	9 (27.3%)	24 (72.7%)	33 (100%)
TOTAL	268 (47.9%)	292 (52.1%)	560 (100%)

COMMENT:

Of 560 students enrolled in 1974-75 that answered the questionnaire, 268 or 48% were receiving some assistance from the Department of Rehabilitation. The 21 to 26 age group showed the greatest number of students receiving benefits from rehabilitation. Less frequent responses were from older age categories. (These figures contrast sharply with polls taken of disabled students enrolled in 1977.) The 1977 enrollment polls indicated that only 26% are presently receiving services from rehabilitation. Thus, this raises the following questions:

1. *What has caused decreased enrollment of disabled students receiving Rehabilitation Services? Can it be attributed to corrective legislation enacted in 1976 which provides improved procedures for providing supportive services to disabled students enrolled in California's Community Colleges?*

2. *Is the Department of Rehabilitation referring clients to the community college campuses?*

3. *Are the community colleges accepting disabled students who are not eligible for assistance under the Department of Rehabilitation?*

TABLE NUMBER ELEVEN

AGE VERSUS VETERANS' ADMINISTRATION SERVICES

AGE	YES	NO	TOTAL
under 21	0 (0%)	29 (100%)	29 (100%)
21-26	30 (15.7%)	161 (84.3%)	191 (100%)
27-35	49 (39.2%)	76 (60.8%)	125 (100%)
36-55	87 (49.2%)	90 (50.8%)	177 (100%)
56 and over	22 (47.8%)	24 (52.2%)	46 (100%)
TOTAL	188 (33.1%)	380 (69.1%)	568 (100%)

COMMENT:

One-third of the disabled students received aid from Veterans' Administration. Thirty-three percent of these students were in an older age group--36 and older. This is not surprising since the younger students would not have had the military experience to qualify them for Veterans' Administration support.

TABLE NUMBER ELEVEN

AGE VERSUS VETERANS' ADMINISTRATION SERVICES

AGE	YES	NO	TOTAL
under 21	0 (0%)	29 (100%)	29 (100%)
21-26	30 (15.7%)	161 (84.3%)	191 (100%)
27-35	49 (39.2%)	76 (60.8%)	125 (100%)
36-55	87 (49.2%)	90 (50.8%)	177 (100%)
56 and over	22 (47.8%)	24 (52.2%)	46 (100%)
TOTAL	188 (33.1%)	380 (69.1%)	568 (100%)

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TABLE NUMBER THIRTEEN

SEX VERSUS SUPPLEMENTAL SECURITY INCOME (SSI)

	YES	NO	TOTAL
MALE	143 (43.5%)	188 (56.5%)	331 (100%)
FEMALE	101 (41.4%)	143 (58.6%)	244 (100%)
TOTAL	245 (42.5%)	331 (57.5%)	576 (100%)

COMMENT:

While the percentage of males receiving Suppemental Security Income is slightly larger than females (43.5% to 41.4%) it should be noted that these percentages represent a closer range than any of the other sex versus financial source tables. Is this because Supplemental Security Income is not predicated upon a long work record or on a work related disability?

TABLE NUMBER FOURTEEN

SEX VERSUS SOCIAL SECURITY DISABILITY (SSDI)

		YES	NO	TOTAL
MALE		87 (27.5%)	229 (72.5%)	316 (100%)
FEMALE		45 (20.3%)	177 (79.7%)	222 (100%)
	TOTAL	132 (24.5%)	406 (75.5%)	538 (100%)

COMMENT:

In the Social Security Disability Insurance category males predominate over females by a percentage of 27.5% to 20.3%.

1. *Does this represent the fact that for SSDI a record of employment is necessary and therefore males will predominate?*

2. *Is it possible that a greater percentage of females on SSDI choose to stay at home and do not elect to go to college?*

TABLE NUMBER FIFTEEN

SEX VERSUS REHABILITATION SERVICES

	YES	NO	TOTAL
MALE	159 (49.7%)	161 (50.3%)	320 (100%)
FEMALE	109 (45.8%)	129 (54.2%)	238 (100%)
TOTAL	268 (48.0%)	290 (52.0%)	538 (100%)

COMMENT:

The percentage of males versus females receiving Rehabilitation Services was comparable with 49.7% and 45.8% respectively.

1. *Does the high percentage of females seeking services from Rehabilitation exhibit a desire to reenter society and the work force through this agency?*

2. *Does the female percentage show an effective job outreach by the Department of Rehabilitation?*

TABLE NUMBER SIXTEEN

SEX VERSUS VETERANS' ADMINISTRATION SERVICES

	YES	NO	TOTAL
MALE	157 (45.4%)	189 (54.6%)	346 (100%)
FEMALE	28 (12.8%)	191 (87.2%)	219 (100%)
TOTAL	185 (32.7%)	380 (67.3%)	565 (100%)

COMMENT:

The sex difference is great among those receiving Veterans' Administration benefits. Few females receive support from the Veterans' Administration. This is not surprising since males outnumber females in the armed forces and thus are more likely to qualify.

TABLE NUMBER SEVENTEEN

SEX VERSUS WORKMEN'S COMPENSATION SERVICES

	YES	NO	TOTAL
MALE	29 (10.3%)	252 (89.7%)	281 (100%)
FEMALE	9 (4.4%)	194 (95.6%)	203 (100%)
TOTAL	38 (7.9%)	446 (92.1%)	484 (100%)

COMMENT:

Workmen's Compensation is awarded only to those injured on the job. This indicated males were more likely to receive this type of financial support than females.

TABLE NUMBER EIGHTEEN

SOURCE OF SUPPORT

SOURCE	YES	NO
VETERANS' ADMINISTRATION	188	382
SUPPLEMENTAL SECURITY INCOME	247	334
SOCIAL SECURITY DISABILITY INSURANCE	136	408
WORKMEN'S COMPENSATION	38	450
PRIVATE INSURANCE	52	416
WELFARE	70	427
REHABILITATION	268	294
SCHOLARSHIP	33	450
CAMPUS FINANCIAL AID	68	428
EMPLOYMENT	174	346
OTHER	339	279

As indicated above, the most common sources of financial support were 'other' including spouses and parents (54.9%), the Department of Rehabilitation (47.7%), Supplemental Security Income (42.5%); Veterans' Administration and Social Security Disability Insurance also provided support to many students (33% and 25% respectively). Additionally, it is important to note that 33.5% of the respondents were employed when answering the questionnaire, 24 to 32 months after their record of enrollment in 1974-75.

Students receiving Veterans' Administration funds may not be eligible for many other sources of financial support. However, there is a possibility that students receiving Rehabilitation Services are on Supplemental Security Income (SSI) or Social Security Disability Insurance (SSDI).

TABLE NUMBER NINETEEN

AGE AND SEX VERSUS EMPLOYMENT

AGE	YES	NO	TOTAL
under 21	16 (36.4%)	28 (63.6%)	44 (100%)
21-26	92 (34.5%)	175 (65.5%)	267 (100%)
27-35	65 (32.8%)	133 (67.2%)	198 (100%)
36-55	74 (31.2%)	163 (68.8%)	237 (100%)
56 and over	14 (14.3%)	84 (85.7%)	98 (100%)
TOTAL	(30.9%)	583 (69.1%)	844 (100%)
SEX			
MALE	155 (29.9%)	334 (70.1%)	489 (100%)
FEMALE	106 (31.8%)	249 (68.2%)	355 (100%)
TOTAL	261 (30.9%)	583 (69.1%)	844 (100%)

COMMENT:

This table indicates that of the 30.9% of the 1974-75 students in this study that were employed at the time of the questionnaire, Spring of 1977, there is a close relationship of percentages between all of the age groups with the exception of the 56 and over.

In sex versus employment the percentage of males employed is 29.9% and female 31.8%.

Could it be that attending a community college and enrolling in Disabled Student's Services have provided these students an opportunity to be competitive in the job market?

CHAPTER THREE

EDUCATIONAL

TABLE NUMBER TWENTY

INITIAL GOALS

GOAL	RESPONSES	PERCENT
VOCATIONAL TRAINING	106	11.8
VOCATIONAL CERTIFICATE	59	6.6
PREPARATION FOR ADVANCED STUDY	265	29.5
TO PERFORM PRESENT JOB BETTER	27	3.0
PREPARATION FOR NEW JOB	85	9.5
TO OBTAIN A GENERAL COLLEGE EDUCATION	89	9.9
SELF IMPROVEMENT	157	17.5
RECREATION/PERSONAL ENJOYMENT	29	3.2
OTHER	34	3.8
NO RESPONSE	47	5.2
TOTAL	898	100.0

Of the possible initial goals, students selected Preparation for Advanced Study as the most important (29%), Self Improvement as second (17.5%), followed by Vocational Training (11.8%), General College Education (9.9%) and Preparation for a New Job (9.5%). Although about 10% of the respondents reported attaining a Vocational Certificate, 6.6% indicated that this was their initial goal. When considering all those areas that lead to an employment skill it is interesting that 60.4% had career goals in mind.

TABLE NUMBER TWENTY-ONE

ENROLLMENT IN COMMUNITY COLLEGES

AGE	YES	NO	TOTAL
under 21	27 (61.4%)	17 (38.6%)	44 (100%)
21-26	127 (46.5%)	146 (53.5%)	273 (100%)
27-35	91 (44.8%)	112 (55.2%)	203 (100%)
36-55	88 (36.1%)	156 (63.9%)	244 (100%)
56 and over	55 (53.9%)	47 (46.1%)	102 (100%)
TOTAL	388 (44.8%)	478 (55.2%)	866 (100%)

The questionnaires were presented to students enrolled from July of 1974 through June 1975 and distributed in March of 1977. There was a 24-32 month range with no information available to indicate when each student actually enrolled.

This table shows that over half of the respondents are no longer attending community colleges. Notice that the greatest number of 1974-75 students continuing to attend community college classes are in the 21-26 age group comprising 28.2%, followed by the 27-35 group leaving the under 21 group with 5.1%.

NOTE:

Of the 478 who reported that they are no longer enrolled in community colleges, 261 are currently employed.

TABLE NUMBER TWENTY-TWO

TERMINATION OR INTERRUPTION OF STUDIES

It wasn't necessary to terminate or interrupt college study.	318	35.4%
It was necessary to 'stop out'.	160	17.8%
It was necessary to 'stop out' but I was able to return.	176	19.6%
It was necessary to carry a reduced load.	143	15.9%
No response	104	11.3%
TOTAL	898	100%

COMMENT:

To preclude duplicate responses answers were limited to only one of the categories.

NOTE:

During the pretest the term 'stop out' was favored over 'dropout'. The data above indicates that 35.4% of the students did not need to terminate or interrupt college study. For some it was necessary to 'stop out' but were able to return. It is of particular interest that the 'stop out' rate of disabled students (17.8%) compares favorably with the 'stop out' rate of all students in California Community College Campuses. In a study by Dorothy Knowles, "Through the Open Door" (February 1976), the non-persistence rate of the total California Community College student population was approximately 26%.

TABLE NUMBER TWENTY-THREE

FACTORS RESPONSIBLE FOR TERMINATION OR INTERRUPTION OF STUDIES AND COURSE LOAD REDUCTIONS

FACTOR	MOST IMPORTANT	2nd	3rd
INSUFFICIENT MEDICAL SUPPORT CARE	22	19	6
MAJOR MEDICAL CARE REQUIRED	171	35	11
TOO MANY ARCHITECTURAL BARRIERS ON CAMPUS	14	21	18
TRANSPORTATION PROBLEMS	47	54	26
FINANCIAL PROBLEMS	100	101	38
LEARNING AIDS/DEVICES INADEQUATE	7	20	15
LOST INTEREST IN COLLEGE	36	35	45
INSUFFICIENT TUTORING OR SPECIALIZED ASSISTANCE	21	35	28
INADEQUATE COUNSELLING/ADVISING	13	22	39
ACCEPTED A JOB	44	47	29
OTHER	71	50	106

COMMENT:

The major factor responsible for interruption of studies or for reducing the number of units was the need for major medical care. The second most significant factor was financial problems which had a more frequent response in the 'Second Most Important Factor' column and received the second highest number of responses in the first column. This indicates a strong correlation between major medical and financial problems. Questions regarding personal, social, family and other factors were not considered in this survey, therefore, the 'other' category

receiving the third highest number of responses is an unknown.

NOTE:

Although only 14 respondents indicated that "too many architectural barriers on campus" was the most important factor responsible for termination or interruption of studies and course load reduction, the direct quotes from the 75% of the respondents in the section labelled 'Disabled Students Speak' indicate architectural barriers as a major irritant on campus during their enrollment. This question did not address itself to on-campus factors.

TABLE NUMBER TWENTY-FOUR

DEGREES ACQUIRED

HIGH SCHOOL DIPLOMA (OR EQUIVALENT)	402	44.8%
VOCATIONAL CERTIFICATE	80	8.9%
A.A. OR A.S.	221	24.6%
B.A. OR B.S.	52	5.8%
OTHER	31	3.5%
NO RESPONSE	112	12.4%
TOTAL	898	100%

COMMENT:

Of the 898 respondents enrolled in 1974-75, 51.1% either held a High School Diploma or the equivalent at time of enrollment or acquired it in college, 10.2% received Vocational Certificates, 28.1% received an A.A. or A.S. degree and 5.8% received a four year degree.

CHAPTER FOUR

DISABLED STUDENTS SPEAK

SECTION ONE:

TRANSPORTATION AND ARCHITECTURAL BARRIERS

From student questionnaires approximately seventy-five percent expressed a crucial need for improvement in this area. The following are some of the pressing problems that students pointed out:

"A broad step escalator, with broad enough steps to handle wheelchairs and slow moving."

# # #

"I would like to see ALL steps outlined in some way so that the edges of the steps are readily visible especially for visually handicapped and those who must use prosthetic devices. A strip of colored paint would be a great help."

# # #

"Smoother walkways, less curbs and planter boxes are so low they can be tripped over."

# # #

"Identify the buildings better with larger signs, well placed and lighted, if necessary. Signs in larger letters and numbers where they can be seen."

# # #

"A braille and talking record information booth placed several places around the campus so a student could find his own way, placed low enough so a wheelchair person could use it, too."

# # #

"Bike parking devices that would keep bikes more secure. This would keep the bikes out of the way of carts, wheelchairs and pedestrians."

# # #

"Fewer surface changes in the sidewalks."

# # #

"Larger toilet areas, more space to the side of the toilets, a bar behind the toilet as well as on the sides."

# # #

"As many classes on the first floor as possible."

# # #

About seventy percent of the comments listed transportation and parking as a real need. The students made these comments:

"A van or bus to or from school on a regular schedule."

# # #

"A wheelchair lift someplace on the campus to facilitate the entering and unloading of these busses or vans."

# # #

"On campus electric carts, like golf carts to go between classes."

# # #

"Covered parking. I get soaking wet by the time I get myself and wheelchair out of the car and into classes."

# # #

"Parking too far from campus."

# # #

"Larger parking spaces. I can't get the car door open wide enough to get wheelchair out without hitting the car beside me."

# # #

"My physical strength is limited. I need more time between classes or a small mini cart to use."

# # #

"A cruising type 'fair wagon' with seats on the side circulating around the campus so we can save our breath. I have asthma."

# # #

"Parking spaces closer to the campus. I am exhausted by the time I get myself out of the car and into my wheelchair and wheel to class. In the rain or real hot weather it's bad, too."

# # #

"I'm tired of being late or tardy to class or marked absent. Worse is missing the first parts of the lectures or class due to lateness. With crutches I can only go so fast. How about a small cart to use on campus and store on campus? I would be glad to pay a small rental fee to help keep it in working order."

# # #

"Parking for cardiac handicapped, it's often difficult to walk long distances."

# # #

SECTION TWO

SOCIAL AND SERVICES

Seventy-five percent of the student responses commented on social problems found in their daily lives on and off campus:

"When I graduated in 1976, the 'buddy system' was not in effect. I felt that was a great service to be offered especially to those in wheelchairs."

# # #

"Exercise is important. The worst thing that can happen is to let atrophy (and apathy) set in."

# # #

"More recreational physical education not based on competition."

# # #

"More interaction with persons of the same handicap. Programming to educate the people to the needs of the handicapped, for example, seminars, group meetings of able-bodied and disabled together."

# # #

"A small group rap session every week or so where we could talk and socialize and exchange ideas. We could learn how other students solved their problems and overcame certain barriers. This would be good for our health emotionally, socially and physically."

# # #

"More social activities on campus. We need to make more friends."

# # #

"Offer help so we don't have to ask for help all the time."

# # #

"Allow us some voice in making decisions that affect our lives."

# # #

The following are suggestions, observations, recommendations and/or comments regarding the various services on the community college campus for the handicapped students:

"The teachers should take a short course on handicapped student problems and be aware of the help they as teachers can give to make our efforts of learning easier."

# # #

"Special teachers for the handicapped. Those who can use sign language and braille a little."

# # #

"Teachers are unkind, unthinking. We don't want to be problems."

# # #

"Instructors are reluctant to give individual attention to handicapped individuals."

# # #

"Some teachers were really great, others were awful."

# # #

"Creative counselling, logical explanations and support for emotional problems."

# # #

"Better counselling, too apathetic."

# # #

"Please have both male and female counsellors. I feel more comfortable talking to someone of my own sex."

# # #

"They supplied all my needs, a counsellor always available."

# # #

"Better academic counselling."

# # #

"Easier ways of becoming aware of the counselling and other services provided. I never knew who my counsellor was or spoke to any counsellor and didn't know how to go about finding out."

# # #

"More and better job counselling. Counsellors who know our limits and can advise us as to the jobs we can train and study for that won't be phased out by the time we graduate. More help in finding jobs. More cooperation between the services, community and college, to meet the needs of the handicapped student."

# # #

"Better coordination between community colleges and four year colleges so more units are transferable."

# # #

"Ways of completing units started in case of medical interruptions without losing credit for the semester. More time for us to finish our courses."

# # #

"Classes on personal evaluation of the person themselves."

# # #

"A monthly or weekly paper listing new laws or changes in programs. Things being done on the local, state or national scene."

# # #

"A directory of services available, also a listing of resources we can call upon. More publicity regarding financial programs and how to apply for them."

# # #

"If we are informed we can have a better perspective."

# # #

"More advertising of programs and services."

# # #

"Excellent supportive services."

# # #

"Perhaps you might enlighten Stanford with your positive programs. They have nothing!"

# # #

"Make provisions for students who cannot sit."

# # #

"We need a place on the campus where we could go and rest between classes or when tired. A place for handicapped students only where we could take off our braces or get out of the wheelchairs and lay down for awhile."

# # #

"We need a place, a quiet place to study. Perhaps a room with special equipment available for our use, i. e., opticon, braille typewriters, tape recorders and perhaps a reader or person available to assist us when needed."

# # #

"I am unable to eat without making a mess. This embarrasses us and we know it embarrasses some of the 'normal' students."

# # #

"Also, getting in the food lines and paying the cashier is a problem along with trying to handle the trays, plates and utensils. For those who bring their own lunch (a place for handicapped students) would also give them a place to relax and eat."

# # #

"I think conditions on campus are much better. The Disabled Students' Centre was a right hand in all needs."

# # #

"Outstanding!"

# # #

"Keep up the good work!"

# # #

"You all are very, very super people!"

# # #

"If I could have someone to assist me in the bathroom for my personal needs I could do much better. We need someone who is familiar with our needs and the proper ways to help us."

# # #

"Trained tutors, readers and interpreters, skilled people to help. It is hard to keep teaching each new assistant."

# # #

"Volunteers were nice but not trained in any way to help me and were not supported by the school in any way to help them learn my problems."

# # #

" A representative in the Disabled Services Centre in the evening for those of us who take night classes. Many of us work during the day."

# # #

"Handicapped services should be used as an aid rather than a crutch."

# # #

"I am most grateful for the Rehabilitation Department."

# # #

"Thank you for your dedicated help in helping me receive my A.A. Degree and Vocational Certificate!"

# # #

"I wouldn't be where I am today without your services."

# # #

"I shall be always grateful for the kindness given."

# # #

"My daughter gained confidence in herself that she never got in elementary or high school."

# # #

"Gave me the ability to respect myself."

# # #

"And the program for the handicapped seems very good and improves every day for the disabled."

# # #

SECTION THREE

FINANCIAL

Financial difficulties continually plague the disabled student. The remarks probe into the various financial problems and give ideas on how to solve some of them. Almost every third paper mentioned financial difficulties. It was hard to pay for living expenses and school expenses. Many are only able to continue because of strong supportive families or friends who help them. Some of the statements were:

"I am leaving school. I would return if I could get more financial help. I'd be glad to pay it back when I get a job, in fact, I insist on the right to pay it back."

# # #

"I feel that most demands made upon the handicapped is the fulltime student load that must be maintained while going to college. There are a lot of us who cannot take a fulltime load, thus, we cannot receive the money or help required to help us through school. So we try to fight it out or quit. No matter which way we go the person who gets hurt is ourselves. We can't receive an education from overdoing it or quitting. Thus, the state still ends up supporting us."

# # #

"More money to set up programs like physical education, self-help, self improvement."

# # #

"More money to pay good tutors, interpreters and readers, personal care people and drivers. It is a shame they have to work so hard for so little. I hate to ask them to do things for me. You can't keep good people with you, they leave when they get a better paying job."

# # #

"Money to hire a nurse's aide or personal attendant to assist

paraplegics in the restrooms (perhaps one located in the Handicapped Services Centre)."

# # #

"Financial aid to the hearing impaired center for purposes of improving and providing interpreters, et cetera, for hearing impaired students. This is the main problem that has been discussed among interpreters (poor financial aid from school systems)."

# # #

"Maintenance and transportation allowances from Rehabilitation sometimes neglects to consider the increased costs through the year from inflationary influences in these items: books, supplies, gas, oil, food. Also, incidentals such as typewriter repair, brakes, et cetera, which wear out in due course. Also, subscriptions to publications pertaining to the course one is pursuing."

# # #

"It would be good for the handicapped students if someone would provide the ones that are on a limited income with a small meal each day they attend school. Even a sack lunch would be good."

# # #

"I think the handicapped students should have a meal ticket as most are on a fixed income and need money for food."

# # #

"A credit union and perhaps special fund raising for the disabled to aid the dedicated among us that need a second chance. There are resources to establish this: retirees and volunteers who are willing and able and would be thrilled to be engaged in this worthy endeavor."

# # #

"The existing Supplemental Security Income provisions affecting us are clearly a disincentive towards becoming gainfully employed. We feel lack of incentives is inequitable. To permit a situation which is actually a disincentive is a disgraceful injustice. This makes equal opportunity meaningless.

# # #

"We need our medical expenses, homemaker and attendant care to be continued during the trial work period. We feel that our work related expenses should be deducted from either our gross income or net income because, if and when employed, for many of us anywhere from 25 to 30% of our earnings are forced to be spent on writers, reader's services, attendant care, interpreters, et cetera, thus putting us in triple jeopardy. So that we feel our work related expenses should be deducted from our income or a provision should be made to deduct 25% from the gross income. This may simplify administrative procedures since doctors, dentists and other professional people are allowed to deduct their assistants, typists, receptionists from their gross income. These needs should also apply to the disabled."

# # #

"Employers are encouraged to hire us but if we return to work we risk financial catastrophe. Those of us with severe disabilities are virtually locked out of the job market, not by employer prejudice but by bureaucratic regulation. In other words, we face a choice, we can exist on welfare, which covers 80% of our medical care but just the minimal amount for everyday living, or we can take a job and be totally cut off from these special benefits. Our paycheck would have to cover whatever medical treatment required plus the added daily living expenses. If we should later discover we are unable physically or financially to carry on the strain of the job and our handicap, we are trapped. We cannot regain our welfare benefits because regulations state that by returning to work we demonstrate we are not disabled, therefore, ineligible for special benefits. The government is telling industry to attract us and, on the other hand, if we answer the call we run the risk of financial ruin. In short, any meaningful job will make us ineligible for all the benefits even though our living expenses far exceed those of the non-handicapped person. If we return to work why not reduce or eliminate our federal living allowance but continue the aid that pays for the special needs that are related to the disability, such as, medical or other assistance?"

# # #

"Give handicapped services more money."

# # #

CHAPTER FIVE

SUMMARY AND CONCLUSIONS

The purpose of this study was to gather data from which a cursory description of the disabled student population attending California Community Colleges during the 1974-75 fiscal year could be compiled. In addition to presenting a competent demographic study, its success is further enhanced by the uncovering of needs for further research in a vast number of indigenous as well as related areas. This study, the first of its kind (statewide), is thought provoking as is indicated by the many questions following the various tables.

# # #

The ages of the students sampled ranged from 18 to over 56. Approximately two-thirds of this handicapped population was over 26, one-half of whom acquired their disability at age 18 or over. The under 21 age group was the lowest, a clear indication that more effective career counselling might be necessary at the secondary educational level.

# # #

Of the students surveyed there were more males than females giving rise to the question, "Why?", when the overall population of the state has more females than males.

# # #

In the under 21 age group there are more females than male students, a fact that sets the stage for comparative study on handicapped versus non-handicapped students.

# # #

The substantially proportionate number of handicapped students 27 and over with dependents indicates that they are heads of households and as such require financial and economic independence. A comparative study of the disabled heads of households is also suggested.

# # #

Male disabled students have a much higher number of dependents than females. The question raised by this statistic deals with the dependency or independency of the disabled female and its effect upon the likelihood of her attending college.

# # #

29.1% of the respondents were employed but only 23.9% of the respondents had a job that enabled them to meet their daily living expenses, thus,necessitating the quest for financial assistance. There are basically five sources of financial assistance to the disabled students. They are: Supplemental Security Income, Social Security Disability Insurance, Veterans' Administration Services, Department of Rehabilitation

and Workmen's Compensation.

# # #

The largest percentage of this group (48%) were recipients of the Department of Rehabilitation Services in 1974-75 fiscal year but this figure decreased to 26% in 1977. Perhaps this decrease can be attributed to the services currently available through the Disabled Student Services offered on California Community College campuses. All students with disabling conditions are not eligible for services under the Department of Rehabilitation.

# # #

Social Security Disability Insurance is available to those students who have worked and paid into the Social Security System. Thus the 36-55 age group accounted for the greatest number of recipients as the group most likely to have been eligible by virtue of having worked and paid into the system.

# # #

The Supplemental Security Income is based upon other sources of income or support. The 21-26 age group had the largest number of recipients. A reasonable conjecture is that this group may have the least amount of job experience but have progressed beyond the age when they would normally

receive support from parents, possibly making them ineligible for Social Security Disability Insurance.

# # #

One-third of the students received aid from the Veteran's Administration Service and a small 7.8% were receiving Workmen's Compensation.

# # #

On the surface it would appear that the available sources of financial assistance would be adequate to the needs of the handicapped student. Nothing could be more remote from the truth (see Table number twenty-three and 'Disabled Students Speak'). The amounts of money are not sufficient to meet their daily medical and financial needs (Table number twenty-three).

# # #

The rapidly escalating cost of medical assistance and the rise in the daily cost of living has far outstripped the prescribed amounts of the payments received. In order to guarantee the disabled students a more equitable chance at education this author suggests more in depth research into the financial support available to this population and its effectiveness.

# # #

Preparation for advanced study was selected as the most important initial goal and self improvement was second. The attraction for Vocational Training proved to be singularly strong. Although only 6.6% indicated Vocational Training as their initial goal, 10% of the respondents attained a Vocational Certificate. A large amount (60.4%) indicated that the advanced study was a vehicle to their elevated employment goals.

# # #

Twenty-five percent of the 481 students currently not attending the Community College system are presently enrolled in the State College system. 28.5% are currently enrolled in some other training program. Eight percent are in the California University System (see Table number seventeen, General). Considering the fact that the vast majority of these students are subsisting on incomes below the poverty level the above percentages indicate an exceptionally high degree of persistance and motivation. The 'stop-out' rate of disabled students (17.8%) compares favorably with the 'stop-out' rate of all students on California Community College campuses. The non-persistence rate for the total student population runs approximately 26.0%.

While medical care was the major factor for an interruption of studies or for reduction of work load, financial problems accounted for a disproportionate share.

The foregoing tables, statistics, summary and conclusions have adequately portrayed a cursory description of the disabled student population attending California Community Colleges.

The General Characteristics Section addressed the age and sex statistics, the Financial Section statistically portrayed some of the financial problems and the Education Section covered those statistics applicable to the educational trends of the disabled students. The final section 'Disabled Students Speak' is a wide spectrum potpourri and candid comments from these students, a not too disguised plea for more immediate positive and material aid so that they can fully realize the 'American Dream' by maintaining their dignity and independence.

APPENDIX

COMMUNITY COLLEGE SURVEY

You have been selected to participate in a survey of handicapped students who attended Community Colleges during 1974-75. We are interested in learning about your experiences as a handicapped student so that various support services and programs offered by the Community Colleges can be improved.

Please answer as many of the questions listed below that are applicable to you. All responses are anonymous, and a prepaid, addressed envelope has been included for your convenience.

We would like to have the questionnaire returned by April 7, 1977, so that we will have enough time for processing and analysis. The results of the survey will be published in June. Questions about the survey or the results will be answered by the Enabler at your local Community College.

Above all, thank you for your participation. We hope the thought you've given to this questionnaire will be matched by improvement in Community College services and programs!

1. What is your present age category?

____ Under 21 ____21-26 ____27-35 ____36-55 ____56 or over

2. Sex?

____Female ____Male

3. How many people must you support? (include yourself)

___1 ___2 ___3 ___4 ___5 or more

4. What was your age when you became disabled? (As with any item, you do not need to respond if you'd rather not.)

___Birth-4 ___5-12 ___13-17 ___18-25 ___26 or over

5. Which Community College(s) did you attend during 1974-75? (If there are two or more, list in order of attendance.)

a) _____

b) _____

c) _____

Questions 6 through 14 begin with "Are you presently...?"

		Yes	No
6.	... attending a Community College?	___	___
7.	... seeking employment?	___	___
8.	... attending a campus of the State College System?	___	___
9.	... attending a campus of the University of California?	___	___
10.	... seeking transfer to the State College System or the University of California?	___	___
11.	... planning re-entry to a Community College?	___	___
12.	... in some other training program?	___	___
13.	... employed?	___	___
14.	... in a job that enables you to meet daily living expenses?	___	___

15. How many semesters or quarters have you attended Community Colleges?

___number of semesters -or- ___number of quarters

b. Approximately how many units have you completed as a Community College student?

16. Place a check if you have completed any of the following:

____ high school diploma (or equivalent)

____ vocational certificate

____ A.A./A.S.

____ B.A./B.S.

____ Other

17. Was it necessary to terminate or interrupt your College study? (Place the number of the appropriate response in the space provided.)

(1) It wasn't necessary to do either.

(2) It was necessary to "stop out".

(3) It was necessary to "stop out", but I was able to return.

(4) It was necessary to carry a reduced load.

_____ (answer space)

18. If a break in studies at a Community College was necessary, which of the factors listed below were responsible? Choose three factors. Place the appropriate number in the space provided.

(1) insufficient medical support care

(2) major medical care required

(3) too many architectural barriers on campus

(4) transportation problems

(5) financial problems

(6) learning aids/devices inadequate

(7) lost interest in college

(8) insufficient tutoring or specialized assistance

(9) inadequate counseling/advising

(10) accepted a job

(11) other

_____ (answer space)

Which, if any, of the following were sources of financial support during 1974-75?

	Yes	No
19. V.A.	___	___
20. S.S.I.	___	___
21. S.S.D.I.	___	___
22. Workman's Compensation	___	___
23. Private Insurance	___	___
24. Welfare	___	___
25. Rehabilitation	___	___
26. Scholarship	___	___
27. Campus Financial Aid	___	___
28. Paid Employment	___	___
29. Other (parents, etc.)	___	___

30. What was your initial goal when you enrolled at the Community College? (Choose one--place the appropriate number in the space provided.)

(1) vocational training

(2) vocational certificate

(3) preparation for advanced study at a four-year college or university

(4) preparation for transfer of skills to a new job

(5) to perform present job better

(6) to obtain a general college education

(7) self-improvement

(8) recreation/personal enjoyment

(9) other

_____(answer space)

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LOS ANGELES

AUG 11 1978

CLEARINGHOUSE FOR
JUNIOR COLLEGES

31. Since the purpose of this survey is to collect information for the improvement of services and programs, we are interested in your observations and recommendations. Based on your experience, what should be done to improve programs for handicapped students? (List anything you feel would help. Also, share any information that you feel is important and was not included in this questionnaire.) Thank you for being a co-researcher!